



# WESTERN CIVILIZATIONS

VOLUME TWO

BRIEF

FOURTH  
EDITION

JOSHUA COLE • CAROL SYMES

# Western Civilizations

*Their History & Their Culture*











Joshua Cole  
Carol Symes



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BRIEF FOURTH EDITION

VOLUME 2



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To our families:

Kate Tremel, Lucas and Ruby Cole

Tom, Erin, and Connor Wilson

with love and gratitude for their support. And to all our students,  
who have also been our teachers.

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## About the Authors



**JOSHUA COLE** (Ph.D., University of California, Berkeley) is professor of history at the University of Michigan, Ann Arbor and the former director, Center for European Studies at the University of Michigan. His publications include work on gender and the history of the population sciences, colonial violence, and the politics of memory in nineteenth- and twentieth-century France, Germany, and Algeria. His first book was *The Power of Large Numbers: Population, Politics, and Gender in Nineteenth-Century France* (Ithaca, NY: Cornell University Press, 2000).



**CAROL SYMES** (Ph.D., Harvard University) is associate professor of history and former director of undergraduate studies in the history department at the University of Illinois, Urbana-Champaign, where she has won the top teaching award in the College of Liberal Arts and Sciences. Her main areas of study include medieval Europe, the history of information media and communication technologies, and the history of theater. Her first book was *A Common Stage: Theater and Public Life in Medieval Arras* (Ithaca, NY: Cornell University Press, 2007). She is the founding editor of *The Medieval Globe*, the first academic journal to promote a global approach to medieval studies.



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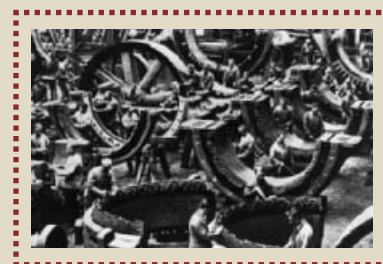
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## Preface

This new Brief Fourth Edition of *Western Civilizations* sharpens and expands the set of tools we have developed to empower students—our own and yours—to engage effectively with the themes, sources, and challenges of history. It presents a clear, vigorous, and coherent narrative, supplemented by a compelling selection of primary sources and visually striking images. At the same time, as the authors of this book’s previous edition we have worked to develop a unified program of pedagogical elements that guide students toward a more thorough understanding of the past, and of the ways that historians reconstruct that past. This framework helps students to analyze and interpret historical evidence on their own, encouraging them to become active participants in the learning process. We have also worked hard to overcome one of the major shortcomings of most brief editions—the lack of a coherent narrative. Here we used our innovative pedagogical tools as guides, particularly the Story Lines, Chronologies, and Core Objectives, to ensure that the chapter themes and core content remain fully present. Moreover, we cut the narrative by 25 percent, rather than the more traditional 40 percent, which again helps to retain a more coherent reading experience.

Moreover, the wide chronological scope of this book offers an unusual opportunity to trace central human developments (population movements, intellectual currents, economic trends, the formation of political institutions, the power of religious belief, the role of the arts and of technologies) in a region of the world whose cultural diversity has been constantly invigorated and renewed by its interactions with peoples living in other places. Students today have a wide selection of introductory history courses to choose from, thanks to the welcome availability of introductory surveys in Latin American, African, and Asian history, alongside both traditional and innovative offerings in the history of the United States and Europe. Global history has also come into its own in recent years. But our increasing awareness that no region’s history can be isolated from global processes and connec-

tions has merely heightened the need for a richly contextualized and broad-based history such as that represented in *Western Civilizations*. As in previous editions, we have attempted to balance the coverage of political, social, economic, and cultural phenomena with extensive treatment of material culture, daily life, gender, sexuality, art, science, and popular culture. And following the path laid out in the book’s previous editions, we have insisted that the history of European peoples must be understood through their interactions with peoples in other parts of the world. Accordingly, our treatment of this history, attentive to the latest developments in historical scholarship, is both deep and dynamic.

Given the importance of placing human history in a global context, those of us who study the histories of ancient, medieval, and modern Europe are actively changing the ways we teach this history. The title of this book reflects the fact that, for good reasons, few historians today would uphold a monolithic vision of a single and enduring “Western civilization” whose inevitable march to domination can be traced chapter by chapter through time. This older paradigm, strongly associated with the curriculum of early-twentieth-century American colleges and universities, no longer conforms to what we know about the human past. Neither “the West” nor “Europe” can be seen as a distinct, unified entity in space or time; the meanings attributed to these geographical expressions have changed in significant ways. Moreover, historians now agree that a linear notion of any civilization persisting unchanged over the centuries was made coherent only by leaving out the intense conflicts, extraordinary ruptures, and dynamic changes that took place at the heart of the societies we call “Western.” Smoothing out the rough edges of the past does students no favors; even an introductory text such as this one should present the past as it appears to the historians who study it—that is, as a complex panorama of human effort, filled with possibility and achievement but also fraught with discord, uncertainty, accident, and tragedy.

## Highlights of the New Brief Fourth Edition

The new Brief Fourth Edition makes history an immersive experience through its innovative pedagogy and digital resources. InQuizitive—Norton’s groundbreaking, formative, and adaptive new learning program—enables both students and instructors to assess learning progress at the individual and classroom level. The Norton Coursepack provides an array of support materials FREE TO INSTRUCTORS who adopt the text for integration into their local learning-management system. The Norton Coursepack includes valuable assessment and skill-building activities like New Primary Source Exercises, Guided Reading Exercises, Review Quizzes, and Interactive Map Resources. In addition, we’ve created new Office Hours and Present and Past videos that help students understand the core objectives and make history relevant for them (see page xxv for information about student and instructor resources).

We know that current and future users of our text will welcome the efforts we made in this new edition to update and reorganize the Late Medieval and Early Modern periods in order to place them in a larger Atlantic World context. The major highlight of this reorganization is a brand-new chapter, entitled “Europe in the Atlantic World, 1550–1650.” It places the newly integrated space of the Atlantic at the center of the story, exploring the ways that nation building, religious warfare, economic developments, population movements, and cultural trends shaped—and were shaped by—historical actors on this dynamic frontier. Another significant result of the reorganization of these two periods is to provide a clearer chronological framework for the narrative, so that the students can better see how major topics and events emerge from their historical context. This, of course, was part of a larger effort begun across the entire text in the previous edition. These revisions demonstrate our dual commitment to keep the book current and up to date, while striving to integrate strong pedagogical features that help students build their study and history skills (see chapter-by-chapter revisions further below).

### NEW AND REVISED PEDAGOGICAL FEATURES

In our ongoing effort to shape students’ engagement with history, this book is designed to reinforce your course objectives by helping students to master core content while challenging them to think critically about the past. In order

to achieve these aims, our previous edition augmented the traditional strengths of *Western Civilizations* by introducing several exciting new features. These have since been refined and revised in accordance with feedback from both teachers and student readers of the book. The most important and revolutionary feature is the pedagogical structure that supports each chapter. As we know from long experience, many students in introductory survey courses find the sheer quantity of information overwhelming, and so we have provided guidance to help them navigate through the material and to read with greater engagement.

At the outset of each chapter, the **Before You Read This Chapter** feature offers three preliminary windows into the material to be covered: *Story Lines*, *Chronology*, and *Core Objectives*. The *Story Lines* allow the student to become familiar with the primary narrative threads that tie the chapter’s elements together, and the *Chronology* grounds these *Story Lines* in the period under study. The *Core Objectives* provide a checklist to ensure that the student is aware of the primary teaching points in the chapter. The student is then reminded of these teaching points upon completing the chapter in the **After You Read This Chapter** section, which prompts the student to revisit the chapter in three ways. The first, *Reviewing the Core Objectives*, asks the reader to reconsider core objectives by answering a pointed question about each one. The second, *People, Ideas, and Events in Context*, summarizes some of the particulars that students should retain from their reading, through questions that allow them to relate individual terms to the major objectives and story lines. Finally, *Thinking about Connections*, new to this edition, allows for more open-ended reflection on the significance of the chapter’s material, drawing students’ attention to issues that connect it to previous chapters and giving students insight into what comes next. As a package, the pedagogical features at the beginning and end of each chapter work together to enhance the student’s learning experience by breaking down the process of reading and analysis into manageable tasks.

A second package of pedagogical features is designed to capture students’ interest and compel them to think about what is at stake in the construction and use of historical narratives. Each chapter opens with a vignette that showcases a particular person or event representative of the era as a whole. Within each chapter, an expanded program of illustrations and maps has been enhanced by the addition of **Guiding Questions** that urge the reader to explore the historical contexts and significance of these visual features in a more analytical way. The historical value of images, artifacts, and material culture as types of primary sources is further emphasized in another feature we introduced in our previous edition, **Interpreting Visual Evidence**. These carefully crafted



features provide discussion leaders with a provocative departure point for conversations about the key issues raised by visual sources, which students often find more approachable than texts. Once this conversation has begun, students can further develop their skills by **Analyzing Primary Sources** through close readings of primary texts accompanied by cogent interpretive questions. The dynamism and diversity of Western civilizations are also illuminated through a look at **Competing Viewpoints** in each chapter, in which specific debates are presented through paired primary source texts. The bibliographical **For Further Reading**, now located at the end of the book, has also been edited and brought up to date.

In addition to these tools that have proven very successful, we are delighted to introduce an entirely new feature with this Brief Fourth Edition. The new **Past and Present** features in the main text prompt students to connect events that unfolded in the past with the breaking news of our own time, by taking one episode from each chapter and comparing it with a phenomenon that resonates more immediately with our students. To bring this new feature to life for students, we have also created a new series of *Past and Present* Author Interview Videos in which we describe and analyze these connections across time and place. There are a number of illuminating discussions, including “Spectator Sports,” which compares the Roman gladiatorial games with NFL Football; “The Reputation of Richard III,” which shows how the modern forensics we see on numerous TV shows were recently used to identify the remains of Richard III; “The Persistence of Monarchies in a Democratic Age,” which explains the origins and evolution of our ongoing fascination with royals from Louis XIV to Princess Diana; and “The Internet and the Enlightenment Public Sphere,” which compares the kinds of public networks that helped spread Enlightenment ideas to the way today’s Internet can be used to spread political ideas in movements such as the Arab Spring and Occupy Wall Street. Through this new feature not only do we want to encourage students to recognize the continuing relevance of seemingly distant historical moments, we want to encourage history-minded habits that will be useful for a lifetime. If students learn to see the connections between their world and that of the past, they will be more apt to comprehend unfolding developments and debates in a more informed and complex historical context.

## A TOUR OF NEW CHAPTERS AND REVISION

Our previous edition of *Western Civilizations* featured significant changes to each of the book’s first five chapters, and

this process of revision has continued in the present edition. In Chapter 1, the challenge of locating and interpreting historical evidence drawn from nontextual sources (archaeological, environmental, anthropological, mythic) is a special focus. Chapter 2 further underscores the degree to which recent archeological discoveries and new historical techniques have revolutionized our understanding of ancient history. Chapter 3 offers expanded coverage of the diverse polities that emerged in ancient Greece, and of Athens’ closely related political, documentary, artistic, and intellectual achievements. Chapter 4’s exploration of the Hellenistic world includes an unusually wide-ranging discussion of the scientific revolution powered by this first cosmopolitan civilization. Chapter 5 emphasizes the ways that the unique values and institutions of the Roman Republic are transformed through imperial expansion under the Principate.

With Chapter 6, more-extensive revision has resulted in some significant reshaping and reorganization in order to reflect recent scholarship. The story of Rome’s transformative encounter with early Christianity has been rewritten to enhance clarity and to emphasize the fundamental ways that Christianity itself changed through both its changing status within the Roman Empire and also its contact with peoples from northwestern Europe. Chapter 7, which examines Rome’s three distinctive successor civilizations, now offers more-extensive coverage of the reign of Justinian and emergence of Islam. Balanced attention to the interlocking histories of Byzantium, the Muslim caliphates, and western Europe has been carried forward in subsequent chapters. Chapter 8 contains an entirely new section, “A Tour of Europe around the Year 1000,” with coverage of the Viking diaspora, the formation of Scandinavian kingdoms and the empire of Cnute, early medieval Rus’ and eastern Europe, and the relationships among Mediterranean microcosms. Chapter 8 also features greatly expanded coverage of economy, trade, and the events leading up to the First Crusade. Chapter 9, which now covers the period 1100–1250, features a new segment on the Crusader States and crusading movements within Europe.

Chapter 10’s treatment of the medieval world between 1250 and 1350 is almost wholly new, reflecting cutting-edge scholarship on this era. It includes a fresh look at the consolidation of the Mongol Khanates, new images and maps, some new sources, and a new **Interpreting Visual Evidence** segment on seals and their users. Chapters 11 and 12 have been thoroughly reorganized and rewritten to ensure that the narrative of medieval Europeans’ colonial ventures (from the western Mediterranean to the eastern Atlantic and Africa, and beyond) is integrated with the story of the Black Death’s effects on the medieval world and

the impetus for the intellectual and artistic innovations of the Renaissance. In previous editions of the book, these concurrent phenomena were treated as separate, as though they took place in three separate periods (the later Middle Ages, the Renaissance, and the “Age of Exploration”). This divided treatment made the connections among them almost impossible to explain or appreciate. In this Brief Fourth Edition, therefore, the voyages of Columbus are firmly rooted in their historical contexts while the religious social and cultural upheavals of the Reformation (Chapter 13) are more clearly placed against a backdrop of political and economic competition in Europe and the Americas.

This program of revisions sets the stage for the most significant new chapter in the book: Chapter 14, “Europe in the Atlantic World, 1550–1650.” This chapter, the hinge between the book’s first and second halves, resulted from a close collaboration between us. It is designed to function either as the satisfying culmination of a course that surveys the history of western civilizations up to the middle of the seventeenth century (like that taught by Carol Symes) or to provide a foundation for a course on the history of the modern West (like that taught by Joshua Cole). The chapter illuminates the changing nature of Europe as it became fully integrated into a larger Atlantic World that dramatically and how that integration impacted all of its internal political, social, cultural, and economic development. In addition to greatly enhanced treatment of the transatlantic slave trade and the Columbian Exchange, Chapter 14 also features new sections on the different models of colonial settlement in the Caribbean and the Americas, as well as expanded coverage of the Thirty Years’ War.

The new emphasis on the emergence of the Atlantic World carries over to Chapter 15, which covers the emergence of powerful absolutist regimes on the continent and the evolution of wealthy European trading empires in the Americas, Africa, and Asia. This material has now been reorganized to clarify developments over time, as the early successes of the Spanish Empire are gradually eclipsed by the successes of the Dutch, the French, and the British Empires. A new document on the *streltsy* rebellion, meanwhile, allows students to better understand the contested nature of power under the Russian tsars during the absolutist period. We have retained the emphasis on intellectual and cultural history in Chapter 16, on the Scientific Revolution, and in Chapter 17, on the Enlightenment. In Chapter 16 we have enhanced our treatment of the relationship between Christian faith and the new sciences of observation with a new primary source document by Pierre Gassendi. In Chapter 17, meanwhile, we have sought to set

the Enlightenment more clearly in its social and political context, connecting it more explicitly to the theme of European expansion into the Americas and the Pacific. This helps, for example, in connecting a document like the American Declaration of Independence with the ideas of European Enlightenment thinkers.

Chapters 18 and 19 cover the political and economic revolutions of the late eighteenth and early nineteenth centuries. Chapter 18 covers the French Revolution and the Napoleonic empire in depth, while also drawing attention to the way that these central episodes were rooted in a larger pattern of revolutionary political change that engulfed the Atlantic world. Chapter 19 emphasizes both the economic growth and the technological innovations that were a part of the Industrial Revolution, while also exploring the social and cultural consequences of industrialization for men and women in Europe’s new industrial societies. The ***Interpreting Visual Evidence*** feature in Chapter 19 allows students to explore the ways that industrialization created new perceptions of the global economy in Europe, changing the way people thought of their place in the world.

Chapters 20 and 21 explore the successive struggles between conservative reactionaries and radicals in Europe as the dynamic forces of nationalism unleashed by the French Revolution redrew the map of Europe and threatened the dynastic regimes that had ruled for centuries. Here, however, we have sought to clarify the periodization of the post-Napoleonic decades by focusing Chapter 20 more clearly on the conservative reaction in Europe after 1815, and the ideologies of conservatism, liberalism, republicanism, socialism, and nationalism. By setting the 1848 revolutions entirely in Chapter 21 (rather than splitting them between two chapters, as in previous editions), we’ve helped instructors to demonstrate more easily the connection between these political movements and the history of national unification in Germany and Italy in subsequent decades. While making these changes in the organization of the chapters, we have retained our treatment of the important cultural movements of the first half of the nineteenth century, especially romanticism.

Chapter 22 takes on the history of nineteenth-century colonialism, exploring both its political and economic origins and its consequences for the peoples of Africa and Asia. The chapter gives new emphasis to the significance of colonial conquest for European culture, as colonial power became increasingly associated with national greatness, both in conservative monarchies and in more-democratic regimes. Chapter 23 then brings the narrative back to the heart of Europe, covering the long-term consequences of industrialization and the consolidation of a conservative

form of nationalism in many European nations even as the electorate was being expanded. This chapter emphasizes the varied nature of the new forms of political dissent, from the feminists who claimed the right to vote to the newly organized socialist movements that proved so enduring in many European countries.

Chapters 24 and 25 bring new vividness to the history of the First World War and the intense conflicts of the interwar period, while Chapter 26 uses the history of the Second World War as a hinge for understanding European and global developments in the second half of the twentieth century. The *Interpreting Visual Evidence* feature in Chapter 24 focuses on the role of propaganda among the belligerent nations in 1914–18, and the chapter's section on the diplomatic crisis that preceded the First World War has been streamlined to allow students to more easily comprehend the essential issues at the heart of the conflict. In Chapter 25 the *Interpreting Visual Evidence* feature continues to explore a theme touched on in earlier chapters—political representations of “the people”—this time in the context of fascist spectacles in Germany and Italy in the 1930s. These visual sources help students to understand the vulnerability of Europe's democratic regimes during these years as they faced the dual assault from fascists on the right and Bolsheviks on the left.

Chapters 27–29 bring the volume to a close in a thorough exploration of the Cold War, decolonization, the collapse of the Soviet Union and the Eastern Bloc in 1989–1991, and the roots of the multifaceted global conflicts that beset the world in the first decade of the twenty-first century. Chapter 27 juxtaposes the Cold War with decolonization, showing how this combination sharply diminished the ability of European nations to control events in the international arena, even as they succeeded in rebuilding their economies at home. Chapter 28 explores the vibrancy of European culture in the crucial period of the 1960s to the early 1990s, bringing new attention to the significance of 1989 as a turning point in European history. Finally, extensive revisions to Chapter 29 add to the issues covered in our treatment of Europe's place in the contemporary globalized world. The chapter now includes a new section on efforts to deal with climate change, as well as expanded discussion of both the impact of global terrorism and recent developments in the Arab-Israeli conflict. The discussion on the financial crisis of 2008 and the presidency of Barack Obama has been brought up to date and two new sections have been added to allow students to think about the Arab Spring of 2011 and the European debt crisis of recent years in connection with the broader history of European democracy, nation building, and colonialism in the modern period.

# Media Resources for Instructors and Students

History becomes an immersive experience for students using Norton's digital resources with the Brief Fourth Edition of *Western Civilizations*. The comprehensive ancillary package features a groundbreaking new formative adaptive system as well as innovative interactive resources, including maps and primary sources, to help students master the core objectives in each chapter and continue to strengthen the skills they need to do the work of historians. Norton is unique in partnering exclusively with subject-matter experts who teach the course to author these resources. As a result, instructors have all of the course materials they need to successfully manage their Western Civilization course, whether they are teaching face-to-face, online, or in a hybrid setting.

## INSTRUCTOR RESOURCES

### LMS Coursepacks: Strong Assessment and Lecture Tools

- **New! Author Office Hour Videos:** These segments feature the authors speaking for 90 seconds on the Core Objectives of each chapter. There are nearly 100 of these new video segments.
- **New! Past and Present Author Interview Videos:** These videos connect topics across time and place and show why history is relevant to understanding our world today. Examples include "Spectator Sports," "Medieval Plots and Modern Movies," "Global Pandemics," and "The Atlantic Revolutions and Human Rights."
- **New! Guided Reading Exercises:** These exercises are designed by Scott Corbett (Ventura College) to help students learn how to read a textbook and, more importantly, comprehend what they are reading. The reading exercises instill a three-step Note-Summarize-Assess pedagogy. Exercises are based on

actual passages from the textbook, and sample feedback is provided to model responses.

- **New! StoryMaps:** These presentations break complex maps into a sequence of four or five annotated screens that focus on the *story* behind the *geography*. The ten StoryMaps include such topics as the Silk Road, the spread of the Black Death, and nineteenth-century imperialism.
- **Interactive iMaps:** These interactive tools challenge students to better understand the nature of change over time by allowing them to explore the different layers of the maps from the book. Follow-up map worksheets help build geography skills by allowing students to test their knowledge by labeling.
- **Review Quizzes:** Multiple-choice, true/false, and chronological-sequence questions allow students to test their knowledge of the chapter content and identify where they need to focus their attention to better understand difficult concepts.
- **Primary Sources:** Over 400 primary source documents and images

### Instructor's Manual

The Instructor's Manual for *Western Civilizations*, Brief Fourth Edition, is designed to help instructors prepare lectures and exams. The Instructor's Manual contains detailed chapter outlines, general discussion questions, document discussion questions, lecture objectives, interdisciplinary discussion topics, and recommended reading and film lists. This edition has been revised to include sample answers to all of the student-facing comprehension questions in the text.

### Test Bank

The Test Bank contains over 2,000 multiple-choice, true/false, and essay questions. This edition of the Test Bank has been completely revised for content and accuracy. All test




questions are now aligned with Bloom's Taxonomy for greater ease of assessment.

### Lecture PowerPoint Slides

These ready-made presentations provide comprehensive outlines of each chapter, as well as discussion prompts to encourage student comprehension and engagement.

## STUDENT RESOURCES

**New! Norton InQuizitive for History**  This groundbreaking formative, adaptive learning tool improves student understanding of the core objectives in each chapter. Students receive personalized quiz questions on the topics with which they need the most help. Questions range from vocabulary and concepts to interactive maps and primary sources that challenge students to begin developing the skills necessary to do the work of a historian. Engaging game-like elements motivate students as they learn. As a result, students come to class better prepared to participate in discussions and activities.

### New! Student Site

[www.norton.com/college/history/western-civilizationsBrief4](http://www.norton.com/college/history/western-civilizationsBrief4)

Free and open to all students, Norton Student Site includes additional resources and tools to ensure they come to class prepared and ready to actively participate in discussions and activities.

- **Office Hour Videos:** These segments feature the authors speaking for 90 seconds on the Core Objectives of each chapter. There are nearly 100 of these new video segments.
- **Western Civilizations Tours powered by Google Earth:** This new feature traces historical developments across time, touching down on locations that launch images and primary source documents
- **iMaps:** Interactive maps challenge students to explore change over time by navigating the different layers of the maps from the book. Practice worksheets help students build their geography skills by labeling the locations.
- **Online Reader:** The online reader offers a diverse collection of primary source readings for use in assignments and activities.

# Acknowledgments

Our first edition as members of the *Western Civilizations* authorial team was challenging and rewarding. Our second edition has been equally rewarding in that we have been able to implement a number of useful and engaging changes in the content and structure of the book, which we hope will make it even more student- and classroom-friendly. We are very grateful for the expert assistance and support of the Norton team, especially that of our editor, Jon Durbin. Christine D'Antonio, our fabulous project editor, has driven the book beautifully through the manuscript process. Travis Carr has provided good critiques of the illustrations in addition to all the other parts of the project he has handled so skillfully. Laura Wilk, our amazing new emedia editor, has assembled a great team to successfully deliver InQuizitive and all the carefully crafted new elements in the Norton Coursepack. Andy Ensor has masterfully marched us through the production process. Michael Fleming and Bob Byrne were terrific in skillfully guiding the manuscript through the copyediting and proofreading stages. Finally, we want to thank Sarah England for spearheading the marketing campaign for the new Brief Fourth Edition. We are also indebted to the numerous expert readers who commented on various chapters and who thereby strengthened the book as a whole. We are thankful to our families for their patience and advice, and to our students, whose questions and comments over the years have been essential to the framing of this book. And we extend a special thanks to, and we hope to hear from, all the teachers and students we may never meet—their engagement with this book will frame new understandings of our shared past and its bearing on our future.

## REVIEWERS

### Brief Third Edition Consultants

Paul Freedman, Yale University  
Sheryl Kroen, University of Florida  
Michael Kulikowski, Pennsylvania State University

Harry Liebersohn, University of Illinois,  
Urbana-Champaign  
Helmut Smith, Vanderbilt University

### Brief Third Edition Reviewers

Donna Allen, Glendale Community College  
Marjon Ames, Appalachian State University  
Eirlys Barker, Thomas Nelson Community College  
Matthew Barlow, John Abbot College  
Ken Bartlett, University of Toronto  
Volker Benkert, Arizona State University  
Dean Bennett, Schenectady City Community College  
Patrick Brennan, Gulf Coast Community College  
Neil Brooks, Community College of Baltimore County,  
Essex  
James Brophy, University of Delaware  
Kevin Caldwell, Blue Ridge Community College  
Keith Chu, Bergen Community College  
Alex D'erizans, Borough of Manhattan Community  
College, CUNY  
Hilary Earl, Nipissing University  
Karin Enloe, Arizona State University  
Kirk Ford, Mississippi College  
Michael Gattis, Gulf Coast Community College  
David M. Gallo, College of Mount Saint Vincent  
Jamie Gruring, Arizona State University  
Tim Hack, Salem Community College  
Bernard Hagerty, University of Pittsburg  
Paul T. Hietter, Mesa Community College  
Paul Hughes, Sussex County Community College  
Lacey Hunter, Caldwell College  
Kyle Irvin, Jefferson State Community College  
Lloyd Johnson, Campbell University  
Llana Krug, York College of Pennsylvania  
Guy Lalonde, St. Francis Xavier University  
Chris Laney, Berkshire Community College  
Charles Levine, Mesa Community College  
Heidi MacDonald, Lethbridge University

Steven Marks, Clemson University  
James Martin, Campbell University  
Michael Mckeown, Daytona State University  
Dan Puckett, Troy State University  
Dan Robinson, Troy State University  
Craig Saucier, Southeastern Louisiana University  
Aletia Seaborn, Southern Union State College  
Nicholas Steneck, Florida Southern College  
Victoria Thompson, Arizona State University  
Donna Trembinski, St. Francis Xavier University  
Pamela West, Jefferson State Community College  
Scott White, Scottsdale Community College  
Aaron Wilson, Creighton University  
Julianna Wilson, Pima Community College

### **Brief Fourth Edition Reviewers**

Matthew Barlow, John Abbott College  
Ken Bartlett, University of Toronto  
Bob Brennan, Cape Fear Community College  
Jim Brophy, University of Delaware

Keith Chu, Bergen Community College  
Geoffrey Clark, SUNY Potsdam  
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Bo Riley, Columbus State Community College  
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Bobbi Sutherland, Dordt College  
David Tengwall, Anne Arundel Community College  
Pam West, Jefferson State Community College  
Julianna Wilson, Pima Community College  
Margarita Youngo, Pima Community College

# Western Civilizations

*Their History & Their Culture*